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Cette brochure d'information par la Direction des services éducatifs aux anglophones fournit divers renseignements aux personnes-ressources en éducation. Elle comprend huit parties: 1. le ministère de l'Education: on présente divers organigrammes du ministère; 2. la Direction des services éducatifs aux anglophones: cette Direction a été créée en 1985; 3. l'évolution des programmes d'enseignement depuis le Rapport Parent; 4. l'implantation des nouveaux programmes; 5. l'organisation d'ateliers; 6. la dynamique de groupe; 7. formules: il s'agit de divers formulaires qui peuvent être utiles aux personnes-ressources; 8. ouvrages de référence.

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INFORMATION BOOKLET FOR RESOURCE PERSONS

Québec

EDUQ 9770952

INFORMATION BOOKLET

FOR RESOURCE PERSONS

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INFORMATION BOOKLET FOR RESOURCE PERSONS

Prepared by
Direction des services éducatifs aux anglophones
November 1986

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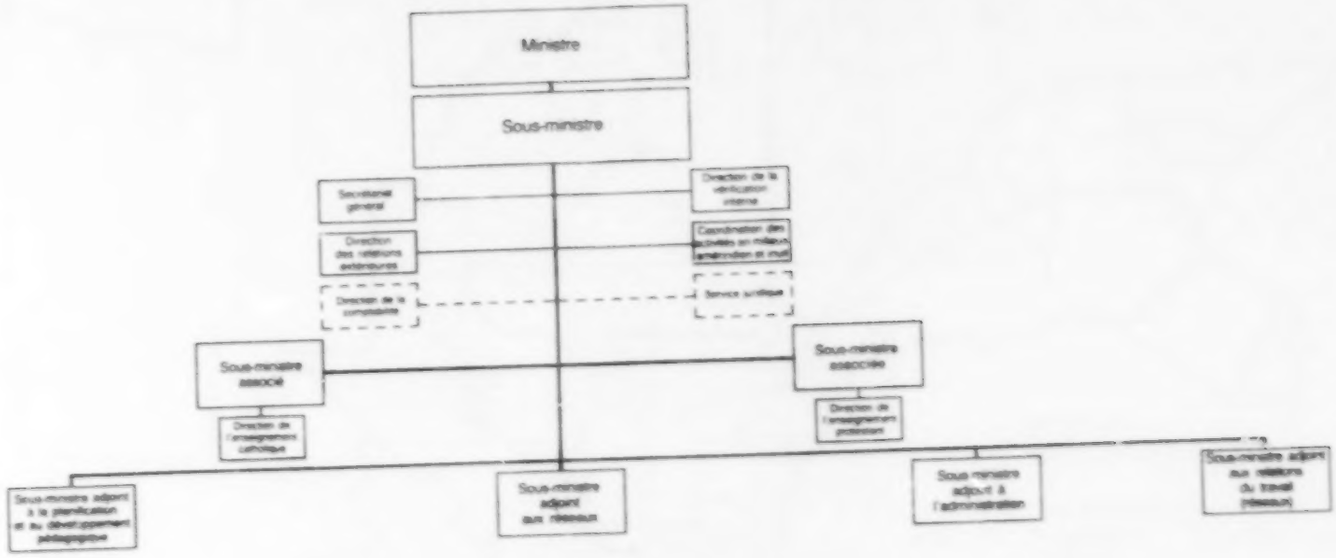
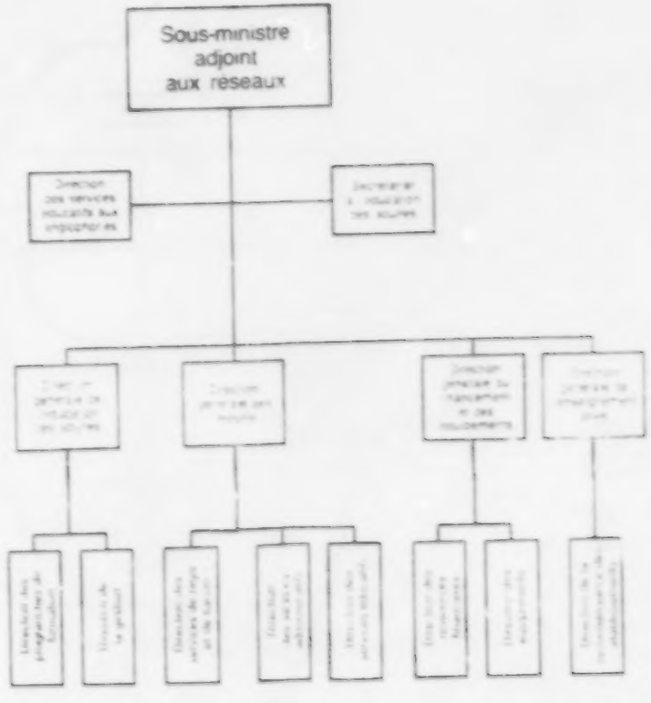
1. THE MINISTÈRE DE L'ÉDUCATION

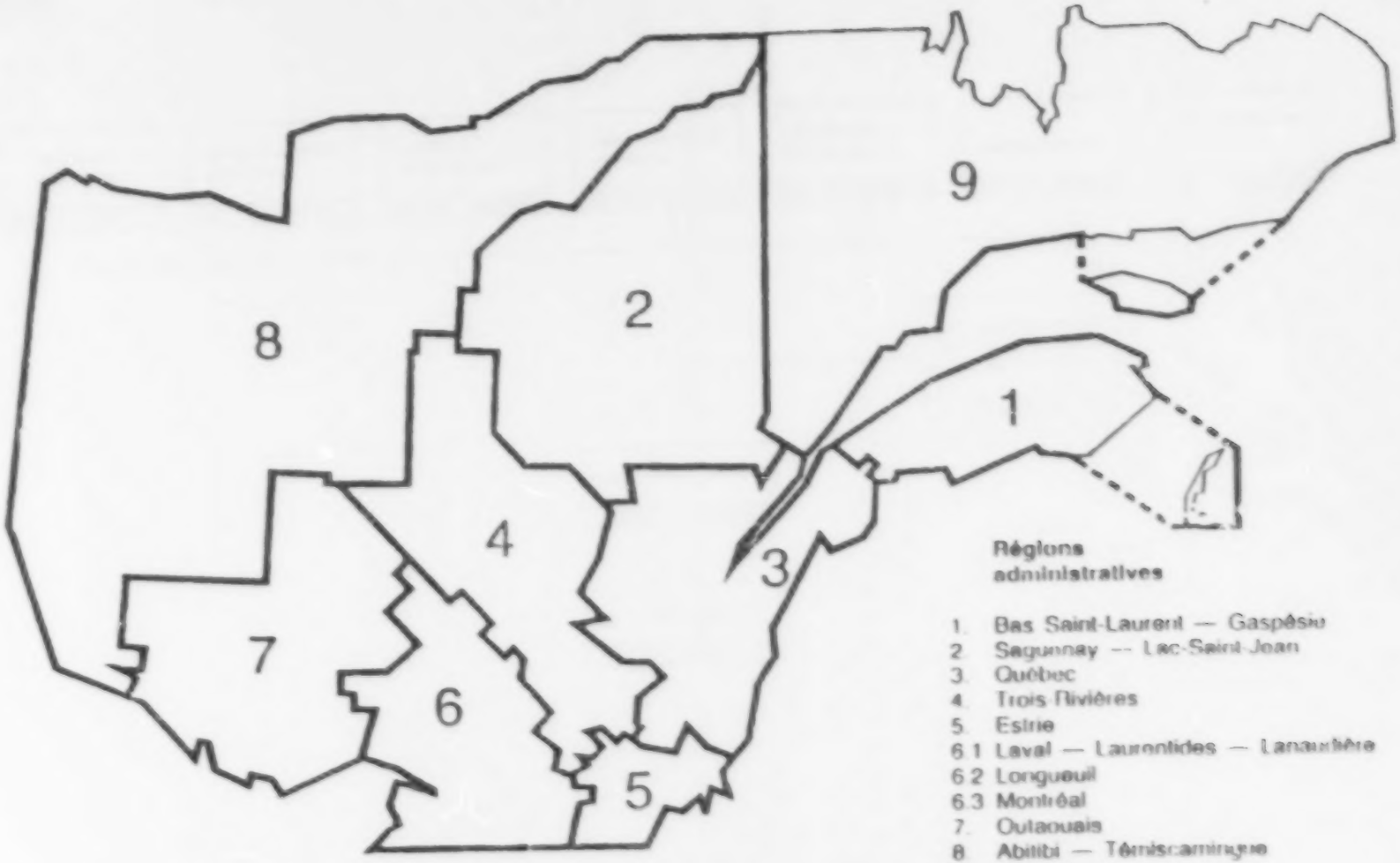
1.1 Organigram of the ministère de l'Éducation



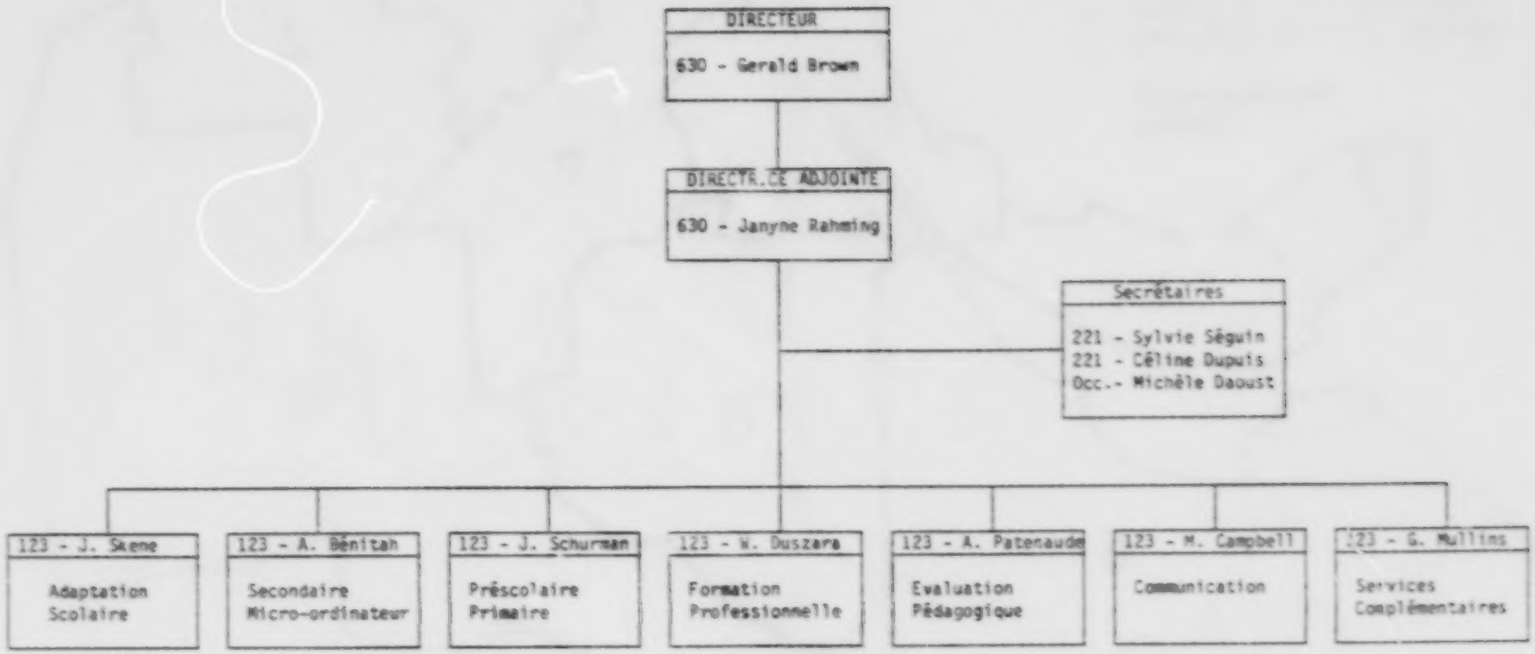
1.2 Organigram of the Secteur des réseaux



1.3 Administrative Regions of the ministère de l'Éducation



1.4 Organigram of the Direction des services éducatifs aux anglophones



2. DIRECTION DES SERVICES ÉDUCATIFS AUX ANGLOPHONES (D.S.E.A.)

2.1 Evolution of D.S.E.A.

The Direction des services éducatifs aux anglophones (D.S.E.A.) was established in 1985 by the ministère de l'Éducation to provide leadership and support to the English school community throughout Québec.

The mandate of the Direction des services éducatifs aux anglophones requires it to:

- represent the M.E.Q. in the English community and establish a mechanism to facilitate the process of informing and consulting the school milieu;
- identify the needs in English educational services and advise the appropriate M.E.Q. departments on the means of organizing services to meet these needs;
- collaborate in the development and adaptation of ministerial policies and programs as well as in the preparation of educational support materials;
- provide the regional and central Directorates of the Direction générale des régions with the necessary support to implement educational measures in the English school sector;
- assure that the various M.E.Q. departments produce translations and adaptations of the documentation required for the English school sector

D.S.E.A. evolved directly from the Services éducatifs aux anglophones (S.E.A.) which had been created in 1982 as a service to improve the quality of educational services offered by any school board, school or class using English as the language of instruction at either the preschool, elementary or secondary level. It was, in reality, an extension of the Services éducatifs found in each of the eleven Directions régionales of the M.E.Q.

S.E.A. itself was an outgrowth of the Services pédagogiques aux anglophones (S.P.A.) established in 1980. Prior to 1980, the English school community was served by the Soutien pédagogique aux petites écoles, (S.O.P.P.E.C.), 1976-1980.

2.2 Services offered by D.S.E.A.

To achieve its objectives D.S.E.A. provides the following services:

- Information sessions
- Animation sessions
- Workshops
- Consultative services

These services are primarily related to the following major topics:

- Government policies relating to education
- Implementation of curricula
- Institutional and pedagogical evaluation
- Student auxiliary and personnel services

D.S.E.A. also serves in an advisory capacity to the different ministerial units regarding the English school community in general. For this reason, it is necessary for D.S.E.A. to maintain close links with the community it serves in order to become aware of its real needs as well as to ensure appropriate and effective responses to these needs.

2.3 Procedure for Requesting Services

o School Boards should make their requests through their Director of Instructional Services to the Directeur des services éducatifs of the Direction régionale to which the school board is attached. A copy of the request should be forwarded directly to D.S.E.A.

o Provincial associations should forward their requests directly to D.S.E.A.

o Any enquires by other groups or individuals for further information may be made directly to D.S.E.A.

o All enquires are to be made to the following address:

Direction des services éducatifs aux anglophones
600 Fullum Street - 8th floor
MONTREAL (Québec)
H2K 4L1
Tel: (514)873-3339

3. CURRICULUM DEVELOPMENT

3.0 Introduction

We can trace today's pedagogical and organizational changes in the Québec school system to several governmental and ministerial reports. It is sufficient for the purpose of this document to recall some of the most influential ones: the Parent Commission Report, the Poly Report, the Commel Report, the Green Paper, the Schools of Québec , the Regulation Respecting the Basis of Elementary School and Preschool Organization , and the Regulation Respecting the Basis of Secondary School Organization .

3.1 Process of Program Development

The ministère de l'Éducation decided to change old programs and produce new ones for two (2) main reasons: some did not reflect today's realities; while others were at times too vague, too general or too unspecific for teachers to derive much benefit from them for teaching purposes.

The programs which are presently being implemented were not developed behind closed doors without input from the school community. In fact more than half of the specialists who worked on the development of these programs came directly from the schools on loan to the Ministère. Each team was coordinated by professionals from the Secteur de la planification et du développement pédagogique. Some of this work is still in progress.

In addition, other ways and means were established which enabled the Ministère to broaden the participation of the school community. One such development was the setting up of consultative committees for each of the programs. These committees were composed of representatives of the educational community: teachers, pedagogical consultants, school administrators, university professors, and, occasionally parents. In order to widen participation, regional or semi-regional consultation meetings were also organized. These meetings provided an opportunity for the school milieu to react to a given program. The Ministère also took advantage of the Semaine Nationale Pédagogique Forum which regrouped about 2 000 educators to gather feedback on the new programs. Their reactions enabled the Ministère to adjust those programs in light of the suggestions from the community.

The process of development of new programs is, in fact, a three stage operation:

1. Development, planning and elaboration of content;
2. Implementation and application;
3. Evaluation of the application.

It should be mentioned that in the years to come these new programs will undergo systematic, periodic revision. In the final stage the M.E.Q. will collect data in order to maintain, improve, or replace a program.

Every program of study will be submitted to this evaluation process two (2) years after compulsory implementation with Mother Tongue, Second Languages and Mathematics being given priority.

In order to evaluate the programs, the M.E.Q. will use a variety of instruments: questionnaires, coherence analysis grids as well as achievement tests and attitude scales. The evaluation process will be conducted with the participation of the school boards.

3.2 Common Elements Found in Most Programs

As part of the M.E.Q.'s systematic effort to establish a common framework for program development a document entitled Cadre révisé d'élaboration des programmes et des guides pédagogiques was adopted as an official guide for the development phase. While the unique elements and particular requirements of each discipline were recognized, all programs were expected to respect a general plan and to include certain common elements.

The following elements are found in most programs: an introduction, general guidelines, a description of content, learning objectives, a statement on pedagogical evaluation, an identification of special factors such as prerequisites and time required, and a bibliography.

Other elements include the background information to the course, its rationale and its relationship to other courses.

Program objectives are divided into three categories: general, terminal and intermediate. Only the general and terminal objectives are compulsory. The specification of related content is included as a guideline, as a recommended path or a means for teachers to achieve the objectives.

Moreover, it is important to note that most programs invite local input, personal initiative and enrichment.

It is understood that representatives of the Direction générale de l'évaluation, as well as those of other units of the M.E.Q., follow the progress of a curriculum. When deemed necessary, a formal critical analysis will be done which will respect the areas of responsibility of the various units and assure the validity of the analysis.

Once the major orientations of a program are established, a series of operations takes place resulting in several drafts, critical commentaries and revisions being produced before the final version is presented to the Secteur de la planification et du développement pédagogique des programmes. The next stages of approval rest with the authorities of the Secteur de la planification et du développement pédagogique, the sous-ministre adjoint, the Ministre and the confessional committees of the Conseil supérieur de l'éducation.

Teaching guides have been prepared to accompany all programs. These guides recommend teaching strategies corresponding to the objectives of the programs. The use of these guides by teachers is optional.

3.3 Breakdown of Subjects

Section 43 of the Regulation Respecting the Basis of Elementary School and Preschool Organization gives the breakdown of subjects at the elementary level as follows:

SUBJECT	FIRST CYCLE h/wk	SECOND CYCLE h/wk
Mother Tongue (French or English)	7	7
Mathematics	5	4
Moral and Religious Instruction	2	2
Physical Education	2	2
Art	2	2
History, Geography, Economic & Cultural Life	2	2
Natural Science	1	1,5
French as a Second Language	2	2
or		
English as a Second Language		2
Manual Activities		0,5

Sections 27 to 36 of the Regulation Respecting the Basis of Secondary School Organization give the breakdown of compulsory and optional courses for the five (5) years of Secondary Education. Resource persons should familiarize themselves with those specific sections of the Regulation.

The breakdown of compulsory courses at the secondary level is as follows. Resource persons should refer to sections 27 to 36 for the breakdown of optional courses.

BREAKDOWN OF COMPULSORY COURSES AT THE SECONDARY LEVEL

REGULAR COURSES	NUMBER OF CREDITS				
COMPULSORY COURSES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
MOTHER TONGUE (FRENCH OR ENGLISH)	6	6	6	6	6
SECOND LANGUAGE (FRENCH OR ENGLISH)	4	4	4	4	4
MATHEMATICS	6	6	4	4	4
PERSONAL AND SOCIAL DEVELOPMENT	1	1	1	1	1
CAREER CHOICE EDUCATION	1	1	1	1	1
PHYSICAL EDUCATION	2	2	2	2	2
MORAL AND RELIGIOUS EDUCATION	2	2	2	2	2
ART	4	4			
ECOLOGY	4				
GENERAL GEOGRAPHY	4				
GENERAL HISTORY		4			
HOME ECONOMICS		4			
GEOGRAPHY OF QUEBEC AND CANADA			4		
BIOLOGY			4		
INTRODUCTION TO TECHNOLOGY			4		
HISTORY OF QUEBEC AND CANADA				4	
SCIENCE (CHEMISTRY OR PHYSICS)				4	
ECONOMICS					4
TOTAL:	34	34	32	28	24

3.4 English Translation of Programs and Guides

Programs

To date, almost all elementary programs have been translated and forwarded to school boards. At the secondary level the same is true for most programs.

Guides

At the present time, almost all guides are available in French. Many guides currently are being translated.

In 1985, priority was given to the translation and revision of programs and guides. New measures have been taken to ensure rapid translation and adaptation as necessary.

4. IMPLEMENTATION OF NEW PROGRAMS

4.1 Guiding Principles for the Implementation of New Programs as Defined by the M.E.Q.

The Cadre relatif à l'implantation des programmes d'enseignement outlines the guiding principles and the steps in the implementation process.

Guiding Principles

The school boards and private institutions which are responsible for the application of programs decreed or approved by the Ministère are jointly responsible with the Ministère for the process of implementation.

The Secteur de la planification et du développement pédagogique is responsible for providing the support necessary for the resource persons to develop a good understanding of the program to be implemented.

Steps in the Implementation Process

Step 1

Preparation of resource persons responsible for the implementation of a new program in the school boards and private institutions (responsibility of the Ministère).

Step 2

In-service training of the teachers implementing the new programs (responsibility of the school boards and private institutions).

Step 3

Evaluation of the degree of readiness of teachers to implement programs (responsibility of the school boards and private institutions).

4.2 The Schedule for the Introduction of the New Programs, and the List of Curriculum Guides for These

The Schedule for the Introduction of the New Programs, and the List of Curriculum Guides for These, May 1986, was drawn up by the D.G.P., D.G.R. and D.S.E.A., after consultation with representatives of the English school sector, and in the light of experience with the process of development, administration, publication, translation, and implementation of the new programs, and their guides, and with due consideration given to the time required for each stage of this process. This schedule, the fourth revision of one first published in English in 1983, applies only to the English school sector.

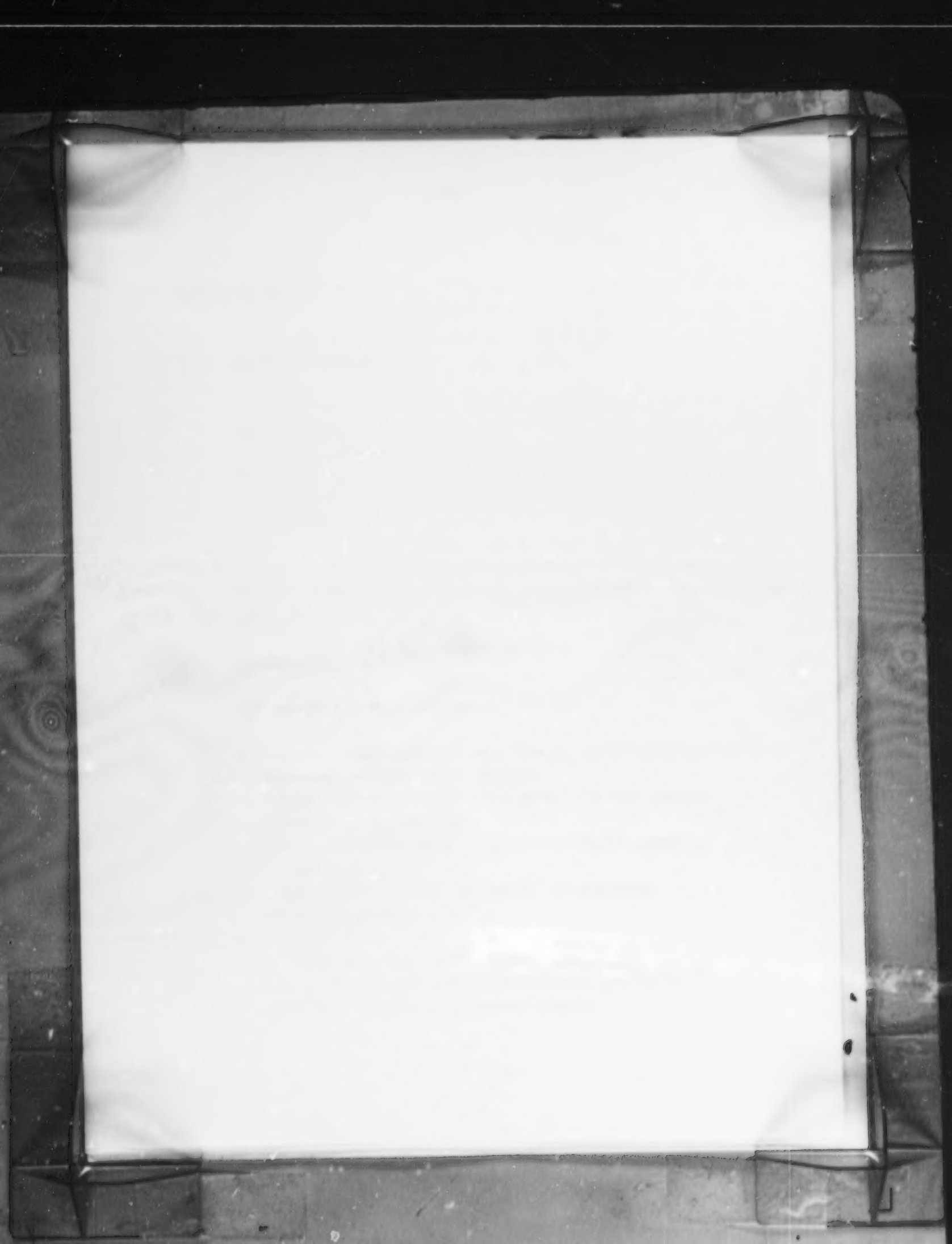
4.3 Approval of Didactic Materials

Information documents [1] on the approval of teaching materials for the new programs at the elementary and secondary levels are published each July and updated regularly.

---

1. Report on the Approval of Teaching Materials Submitted for the New Programs at the Elementary Level, 16-4325A; Report on the Approval of Teaching Material Submitted for the New Programs at the Secondary Level, 16-4326A.

5. WORKSHOP ORGANIZATION



5.1 Before the Session

5.1.1 Training and Preparation

It is the role of the coordinator responsible for the implementation of the new programs to assure the adequate preparation of the resource persons. The coordinator will make the necessary preliminary contacts with the resource persons responsible for each subject and will provide all the necessary official documents and background materials.

It is the responsibility of the resource persons to insure that they are adequately prepared for the implementation sessions which they will give.

5.1.2 General Planning

The resource person is expected to:

- Prepare a brief summary or an outline of the new program. The following elements might be included:
  - Major characteristics of the program (clientele, general objectives, content, etc)
  - Major differences between the new and the old program
  - Learning activities
  - Pedagogical evaluation (formative and summative)
  - Didactic materials

- Complete and submit Form A, Outline of Implementation Plan, to the coordinator responsible for implementation, six (6) weeks prior to the first scheduled implementation session.

5.1.3 Content Planning

The resource person is expected to:

- Submit Form B, Agenda, and Form C, Outline of Sessions Content, to the coordinator responsible for implementation, three (3) weeks before the session is scheduled.

5.1.4 Technical Planning

The resource person is expected to:

- Complete and submit, Form D, MATERIAL NEEDS, to the coordinator responsible for implementation, at the latest, three (3) weeks before the session is scheduled.

The coordinator will then prepare a Participant's Kit, KIT II, for each participant. This kit will include the agenda, related documents, worksheets, questionnaires, evaluation forms, etc.

5.2 After the session

5.2.1 Evaluation

At the end of each session the resource person is expected to:

- Distribute an evaluation questionnaire to each participant at the session. There are two questionnaires to choose from, Form F and Form G. The completed questionnaires are to be returned for compilation to the coordinator within one (1) week of the date of each completed session.

- o Prepare a brief written assessment of the session, Form H, Resource Person's Report on the Implementation Session, and return it to the coordinator within one (1) week of the date of each completed session.

- o Complete and submit Form I, Resource Person's Evaluation of the Implementation Process, to the coordinator, within one (1) week of the date of the final scheduled implementation session.

5.2.2 Travel Expenses

The resource person is expected to complete and return to the coordinator within one (1) week of the date of each completed session a request for the reimbursement of travelling expenses, Réclamation pour frais de voyage et d'assignation. A completed sample form and guidelines to be followed when completing this form (Claiming Your Travel Expenses) will be provided as part of the Resource Person's Kit, KIT I.

5.3 General Management

In order that the implementation process be managed as efficiently as possible the following kits will be prepared for each program:

5.3.1 KIT I - Resource Person's Kit

This kit will contain the following documents:

- o Resource Person's Handbook
- o Outline of Implementation Plan, FORM A
- o Agenda, FORM B
- o List of Participants, FORM C

- o Outline of Session Content, FORM C
- o Material Needs, FORM D
- o Resource Person's Report on the Implementation Session, FORM H
- o Resource Person's Evaluation of the Implementation Process, FORM I
- o Identification of Resource Person, FORM J, to be returned completed to coordinator prior to first implementation session.
- o Contract, Form N
- o Questionnaire, Form P, provided when requested by resource person
- o Réclamation pour frais de voyage et d'assignation
- o Claiming Your Travel Expenses
- o Copy of a completed "Réclamation pour frais de voyage et d'assignation".

5.3.2 KIT II - Participant's Kit

A kit containing the following will be prepared for the resource person for the use of each participant one (1) week prior to each scheduled session. This kit will contain the following in sufficient quantities for each participant,

- o Teacher's Evaluation of the Implementation Session, FORM F or FORM G, as requested
- o Agenda, FORM B
- o Copies of all requested documents, information handouts, worksheets, etc.

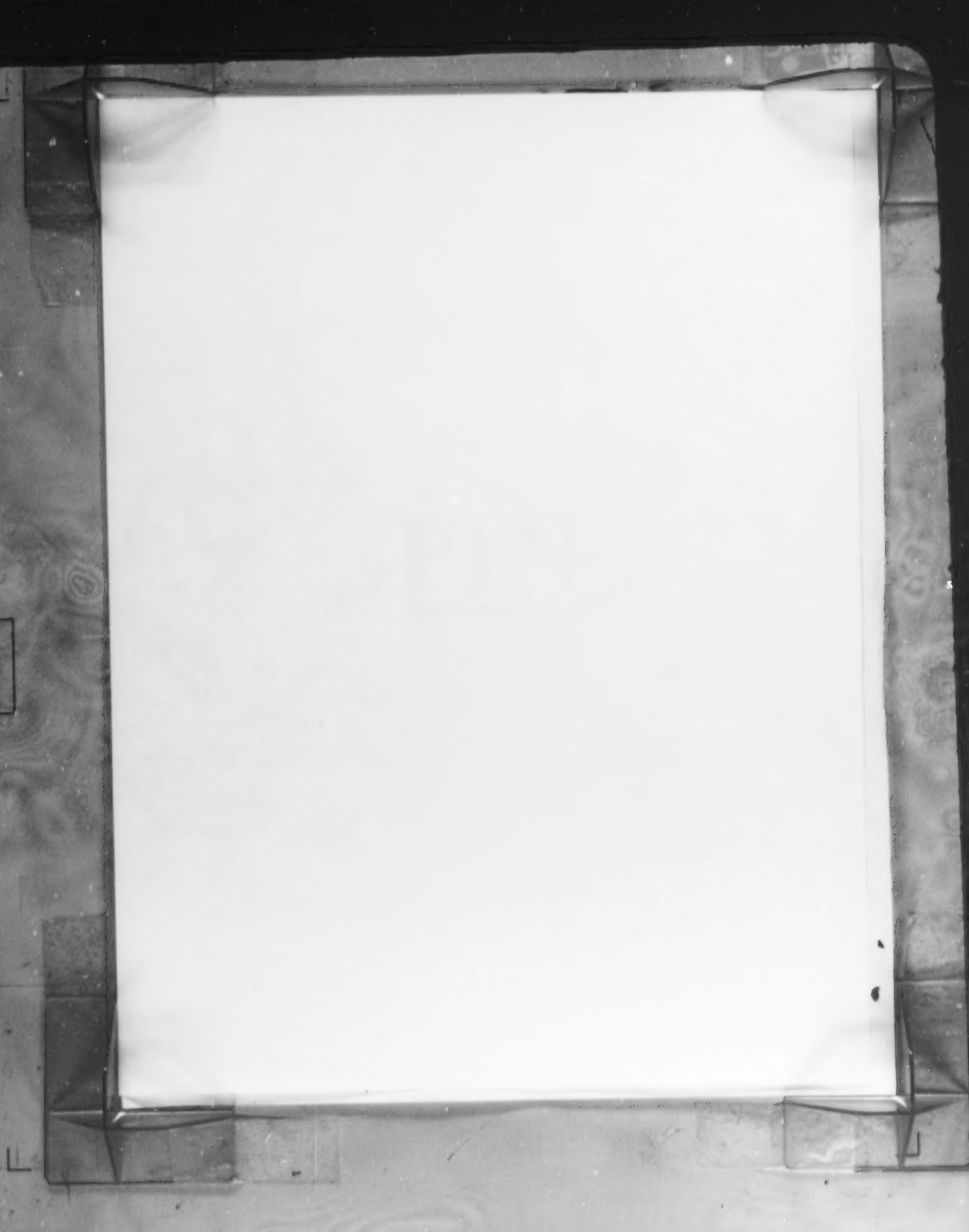
5.3.3 KIT III - Coordinator's Kit

A kit containing the following completed forms and materials will be maintained on file by the coordinator for each program.

- o Outline of Implementation Plan, Form A
- o Agenda, FORM B, for each session
- o Outline of Session Content, FORM C, for each session

- Material Needs, FORM D, for each session.
- Copy of materials distributed to participants at the session.
- List of Participants, FORM E, for each session.
- Teacher's Evaluation of the Implementation Session, FORM F or FORM G, for each teacher in each session as well as the compilation for each session.
- Resource Person's Report on the Implementation Session, FORM H, for each session.
- Resource Person's Report on the Implementation Process, FORM I.
- Copy of each "Réclamation pour frais de voyage et d'assignation" submitted.
- Identification of Resource Person, FORM J.

6. GROUP DYNAMICS



It is the resource person's responsibility to adopt a mode and style of presentation suited to his or her personality and the needs of the participants.

One should remember that D.S.E.A.'s mandate is province-wide thus covering isolated, rural, semi-urban as well as urban areas.

Some of the participants may be well informed on recent pedagogical innovations while others may have little or no knowledge of recent trends in education in Quebec.

There is a real need to adjust to the diversified educational experience and background of each group.

Several books have been written on group dynamics and we recommend that those who have little or no knowledge of small group interaction or have limited experience as animators do some reading in this area.

One should keep in mind the following general points when presenting a session:

1. Words of welcome
   - . Introduce yourself
   - . Ask participants to introduce themselves
   - . Allow time for informal exchange and discussion on topics of general educational interest.

2. General Information
   - . Explain the role of the Ministère, D.S.E.A. and school boards in the implementation of programs.
   - . Present the objectives and general content of the implementation sessions.
   - . Present the agenda and specific objectives of the day.

3. Establishing a rapport with the group

- To help the participants feel at ease:
  - assure a comfortable environment;
  - speak in a relaxed, friendly way;
  - respect the participants' attitudes and opinions;
  - give the participants sufficient time to speak and express views and ideas;
  - take note of the participants' reactions and adjust your presentation accordingly.

- To identify the essential elements during an exchange:
  - observe the participants' behavior;
  - pinpoint the main ideas of interest and the apparent causes of or reasons for conflict.

- To help resolve a conflict:
  - interrupt an exchange and summarize;
  - reintroduce the main concern for further discussion at a later moment;
  - avoid being drawn into an argument;
  - make a record of any objections or problems and record these on your Resource Person's Report on the Implementation Session, Form H.

4. Activities

- Carry out the activities in the order presented but be prepared to modify your presentation according to the needs and expectations of the group.

7. FORMS

Form A

OUTLINE OF IMPLEMENTATION PLAN

Program: _____

Resource Person: _____ Coordinator: _____

To be submitted 6 weeks prior to scheduled session

GENERAL OBJECTIVES:

Session # 1 _____

_____

_____

_____

Session # 2 _____

_____

_____

_____

Session # 3 _____

_____

_____

_____

Session # 4 _____

_____

_____

_____

Form 8

AGENDA

Program: _____

Resource Person: _____ Coordinator: _____

Date(s): _____ Location: _____

Session #: _____ Administrative Region: _____

To be submitted 3 weeks prior to scheduled session

COFFEE (15 minutes)

LUNCH

COFFEE (15 minutes)

N.B. . Actual times are to be determined by the resource person after consultation with local coordinator.

. A full day session represents 5 hours of activity.

Form C

OUTLINE OF SESSION CONTENT

Program: _____

Resource Person: _____ Coordinator: _____

Date(s): _____ Location: _____

Session #: _____ Administrative Region: _____

To be submitted 3 weeks prior to scheduled session

A.M.	P.M.
Specific Objectives:	Specific Objectives:

Form D

MATERIAL NEEDS

Program: _____

Resource Person: _____ Coordinator: _____

Date(s): _____ Location: _____

Session #: _____ Administrative Region: _____

To be submitted 3 weeks prior to scheduled session

	Quantity
A. PRINTING - List documents to be printed	
- M.E.Q. Publications	
_____	____
_____	____
- D.S.E.A. Documents (Questionnaires, etc.)	
_____	____
_____	____
- Resource Person's Documents (Agenda, Worksheets, etc.)	
_____	____
_____	____
B. OFFICIAL DOCUMENTS (Programs, Guides, etc.)	
- List Title and Code	
_____	____
_____	____
C. AUDIO-VISUAL EQUIPMENT AND SOFTWARE (Overheads, Videos, etc.)	
- Please specify	
_____	____
_____	____

Form E

LIST OF PARTICIPANTS

Program: _____

Resource Person: _____ Coordinator: _____

Date(s): _____ Location: _____

Session #: _____ Administrative Region: _____

Please Print:

	NAME	FUNCTION/SCHOOL	SCHOOL BOARD/REGION
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

(over)

(cont'd)

	NAME	FUNCTION/SCHOOL	SCHOOL BOARD/REGION
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			
35.			
36.			
37.			
38.			

Form F

PARTICIPANT'S EVALUATION OF THE IMPLEMENTATION SESSION

Program: _____

Resource Person: _____ Coordinator: _____

Date(s): _____ Location: _____

This questionnaire is intended for educators attending the implementation session.

The purpose of this questionnaire is twofold:

- to evaluate this session
- to assist in planning the content and organization of future sessions.

Each person is asked to complete the questionnaire individually.

1. In general, I found this session to be: excellent ☐

   good ☐

   fair ☐

   poor ☐

2. Identify those aspects of today's session which you consider worthwhile and give your reasons.

   a. _____

   b. _____

   c. _____

(over)

(cont'd)

3. In what ways could this session have been handled differently in order to improve it?

   a. _____

   b. _____

   c. _____

4. Identify those topics introduced today which require further development.

   a. _____

   b. _____

   c. _____

5. Identify those topics introduced today with which you were already familiar.

   a. _____

   b. _____

   c. _____

6. In general, I found that my personal involvement in this session was:

   very high ☐

   high ☐

   moderate ☐

   low ☐

Thank you!

FORM G

PARTICIPANT'S EVALUATION OF THE IMPLEMENTATION SESSION

Program: _____

Resource Person: _____ Coordinator: _____

Date(s): _____ Location: _____

This questionnaire is intended for educators attending the implementation session.

The purpose of this questionnaire is twofold:

- to evaluate this session
- to assist in planning the content and organization of future sessions.

Each person is asked to complete the questionnaire individually.

Instructions

For each of the following statements, circle the number which most closely corresponds to your level of agreement.

4 Strongly Agree
3 Agree
2 Disagree
1 Strongly Disagree

(over)

(cont'd)

A. GENERAL SATISFACTION:

1. In general, I am satisfied with this implementation session.	4	3	2	1

B. CONTENT AND ORGANIZATION OF SESSION:

1. The elements treated in this implementation session are relevant to my daily teaching experiences.	4	3	2	1
2. The concepts and explanations were clearly and concisely presented.	4	3	2	1
3. The content was well structured.	4	3	2	1

C. METHODOLOGY USED:

1. I liked the animation format which was adopted.	4	3	2	1
2. The practical exercises were appropriate.	4	3	2	1
3. The support materials (handbooks, overheads, audio-visuals, etc.) were appropriate.	4	3	2	1
4. Sufficient time was available to deal with the objectives of the session.	4	3	2	1

D. PARTICIPATION - INVOLVEMENT:

1. The personal pace of each participant was respected, given the constraints imposed by the group.	4	3	2	1
2. My personal involvement was substantial.	4	3	2	1

E. ANIMATOR:

1. The animator's general attitude encouraged my personal involvement.	4	3	2	1
2. The animator responded to my expressed needs and expectations.	4	3	2	1
3. I found the animator competent and well prepared.	4	3	2	1

F. COMMENTS - CRITICISMS - RECOMMENDATIONS:

_____

_____

_____

Form H

RESOURCE PERSON'S REPORT ON THE IMPLEMENTATION SESSION

Program: _____

Resource Person: _____ Coordinator: _____

Date(s): _____ Location: _____

Session #: _____ Administrative Region: _____

Comments:

1. Material Organization

_____

_____

2. Participants' Attitudes and Concerns

_____

_____

3. Resource Person's General Perception of Session

_____

_____

4. Resource Person's Appreciation of Effectiveness of Session

_____

_____

5. Specific Problems - Concerns - Needs

_____

_____

Form I

RESOURCE PERSON'S EVALUATION OF THE IMPLEMENTATION PROCESS

Program: _____

Resource Person: _____ Coordinator: _____

Date(s): _____ Administrative Region: _____

- This questionnaire is intended for all resource persons involved in the implementation process where English is the language of instruction.
- The purpose of this questionnaire is to provide D.S.E.A. with sufficient information to make reports and recommendations to the concerned levels of the ministère de l'Éducation and the school boards.
- This questionnaire is to be answered by each resource person at the end of his/her mandate.
- A separate questionnaire is to be completed for each administrative region served. In the case where all sessions offered by the resource person are of a provincial nature, a single questionnaire, indicating the various regions of the participants, will suffice.
- Respond briefly and concisely.

1. How would you characterize teachers' attitudes to the new program?

Comments:

_____

_____

_____

a. enthusiastic ☐

b. positive ☐

c. indifferent ☐

d. negative ☐

(over)

(cont'd)

2. How would you rate the support and assistance provided by D.S.E.A.?

Comments:

_____

_____

_____

a. satisfactory ☐
b. unsatisfactory ☐

3. How would you rate the support and assistance provided by local school board authorities?

Comments:

_____

_____

_____

a. satisfactory ☐
b. unsatisfactory ☐

4. How many of the teachers with whom you worked are capable of applying the new program in their classrooms?

Comments:

_____

_____

_____

a. less than 25% ☐
b. from 25% to 50% ☐
c. from 50% to 75% ☐
d. from 75% to 100% ☐

5. Comment on your mandate:

Strong points	Weak points
_____	_____
_____	_____

6. Comments and Suggestions:

_____

_____

Form J

IDENTIFICATION OF RESOURCE PERSON

Program: _____

Coordinator: _____ Date: _____

1. Name of Resource Person: _____

2. Personal Address: _____

   City: _____ Postal Code: _____

3. Address of Workplace: _____

   City: _____ Postal Code: _____

4. Telephone: (Workplace) _____

   (Home) _____

5. Social Insurance Number: _____

6. Regular Employer: _____

7. Type of Employment: _____

8. Name of School: _____

9. Discipline(s): _____

10. Level(s): _____

    _____

11. Automobile Licence Plate No.: _____

Optional (for reservation of hotels.)

12. Credit Card: Type: _____

    Number: _____

    Expiry Date: _____

(over)

(cont'd)

FOR THE USE OF COORDINATOR

Mandate: _____

_____

Mode of Remuneration: _____

Total Amount: _____

Date(s) Worked: _____

Details of Mandate:

_____

_____

_____

_____

_____

_____

Summary of Expenses:

Description	Amount
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Form N

AGREEMENT

Activity: _____

Resource Person: _____ Coordinator: _____

Date(s) of Activity: _____ Duration: _____

Details of Mandate:

_____

_____

_____

Details of Honorarium:

Description	Amount
_____	_____
_____	_____
_____	_____
	Total: _____

Mode of Renumeration:

_____

_____

_____

Signature:

_____ Resource Person (Date)

_____ Coordinator (Date)

8. REFERENCE DOCUMENTS

To facilitate the resource person's mandate, a kit containing official documents relating to program implementation has been prepared. These documents are available for consultation upon request.

- Cadre relatif à l'implantation des programmes d'enseignement, D.G.R., ministère de l'Éducation, 1980.

- Cadre relatif à l'évaluation des programmes d'études des niveaux préscolaire, primaire et secondarie, D.G.D.P., ministère de l'Éducation, 1982.
  Code: 16-7240

- Cadre révisé d'élaboration des programmes et des guides pédagogiques, D.G.D.P., ministère de l'Éducation, 1980.

- Elementary School Formative Evaluation Guide (for different program)

- General Information on Educational Evaluation for Resource Persons, Services éducatifs aux anglophones, D.R.M., August 1982.
  Code: 51-6084

- General Policy of Educational Evaluation for Preschool, Elementary and Secondary Schools, D.G.D.P., ministère de l'Éducation, 1981.
  Code: 16-7500A

- Guide for Evaluation in the Classroom: English Language Arts, D.G.D.P. ministère de l'Éducation
  Code: 16-7221A-01

o Information Booklet for Resource Persons, Direction des services éducatifs aux anglophones, November 1986.

o Program, Implementation Guide, Curriculum Guide(s) (for each program)

o Regulation Respecting the Basis of Elementary and Preschool Organization
D.G.D.P., ministère de l'Éducation, 1981.
Code: 16-0063A

o Regulation Respecting the Basis of Secondary School Organization,
D.G.D.P., ministère de l'Éducation, 1981.
Code: 16-0062A

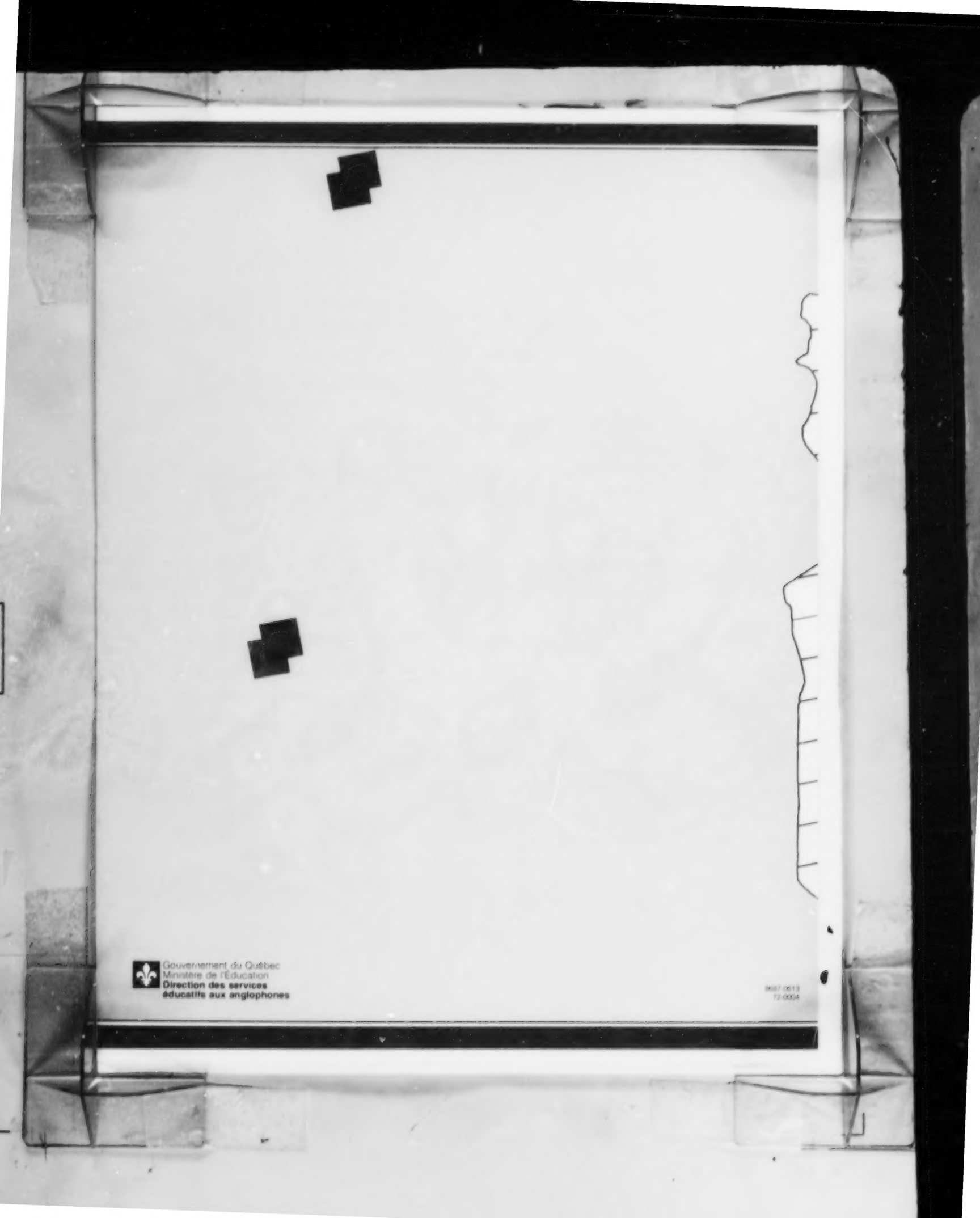
. Report on the Approval of Teaching Materials Submitted for the New Programs at the Elementary Level, D.G.E., July 1986.
Code: 16-4325A

. Report on the Approval of Teaching Materials Submitted for the New Programs at the Secondary Level, D.G.E., July 1985.
Code: 16-4326A

o Schedule for the Introduction of the New Programs, and the List of Curriculum Guides for These, May 1986.

o The Schools of Québec, Policy Statement and Plan d'action, ministère de l'Éducation, 1979.

o Workshop on the Process of Learning



Gouvernement du Québec
Ministère de l'Éducation
Direction des services éducatifs aux anglophones

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